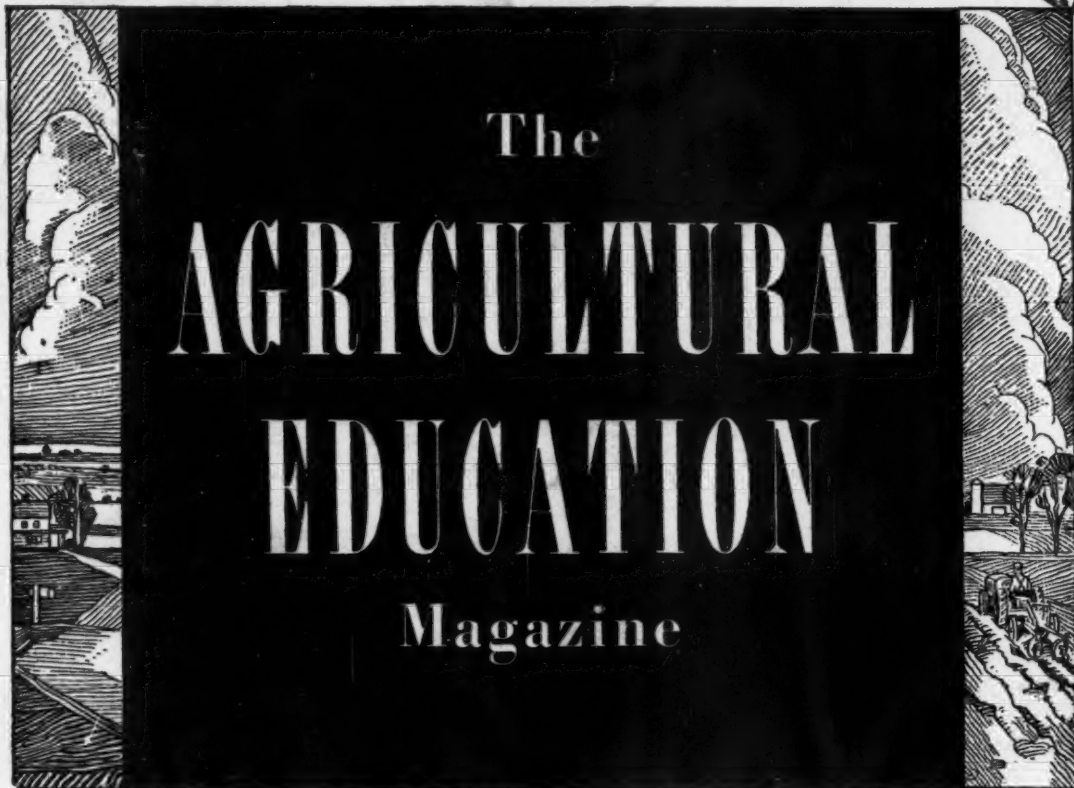


Vol. 14

September, 1941

No. 3



*TO PROVIDE a more adequate program of youth education will require that we relinquish some of our stereotypes concerning the bookish nature of the educational process: Education is properly concerned quite as much with the development of useful skills as it is with the transmission of esoteric knowledge.—J. W. Studebaker*



# The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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Entered as second-class matter, under Act of Congress, March 3, 1879, at the post office, Des Moines, Iowa.

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# Editorial Comment

## In Appreciation

SINCE my appointment as chief of the Agricultural Education Service in the U. S. Office of Education, I have received scores of congratulatory letters from leaders in the field of vocational education throughout the country. Very naturally, I have been greatly pleased and deeply impressed with these spontaneous expressions of confidence and good will. They have given me renewed courage and enthusiasm to carry on the great work in which we are all engaged. However, it has been physically impossible for me to take the time to write the kind of personal letter of reply to each individual that I should have liked to write. I hope that this situation will not be interpreted by anyone as a lack of appreciation on my part.

In accepting appointment to this position during the current period of national and international, social and economic unrest, I am fully cognizant of the many perplexing administrative problems, duties, and responsibilities with which I shall be confronted. Without the assurances of the whole-hearted co-operation and support of the workers in vocational education throughout the country such as I have already received, I would be very foolish indeed to assume these responsibilities. It is, therefore, in a spirit of humility and genuine sincerity that I earnestly solicit and will welcome at all times the constructive criticisms and suggestions of all fellow workers.

Before closing I want to say that no man could have been more fortunate than I in having as co-workers on his immediate staff a fine, loyal, hard-working, unselfish group of men. Each and every one of them has devoted his life to the cause of vocational education in agriculture. With this kind of supporting staff, with the splendid record for honesty and fair play which the Agricultural Education Service has already achieved for itself under the leadership of my good friends and predecessors, C. H. Lane and J. A. Linke, and with the pledges of loyalty and support already received from the several states, I am confident that our national program of vocational education in agriculture will continue to go forward during the years to come.—W. T. Spanton, Chief, Agricultural Education Service.

## More Than One Way

MORE than once the point of view has been expressed in these columns that preparation of older youth and adults for farming should be the chief concern of teachers of vocational agriculture. It is appropriate, therefore, that this subject is featured in the present issue. Some new approaches to farmer training are described which should be of interest to those who like pioneering.

There are few leaders in agricultural education who would say that we have found the one best way for training farmers. It is true, some ways of organizing out-of-school young men on farms, of carrying on systematic instruction for them, and of following them up individually have been tried and found to be good, according to our current methods of evaluation. It is proper, insofar as these ways of providing instruction can be adapted to local needs in a farming community, that they be given a careful trial by teachers generally. This should not, however, preclude the possibility of experimenting with new or different approaches. There are probably several potentially good systems for providing training for young farmers. Agricultural educators should be experimentally minded to the extent of examining new ways, or variations of old ways of providing such training, and of experimenting with them.

In the current issue Mr. Rogers describes how young men have been provided with training for farming by an industrial organization. The fact that some teachers of agriculture have co-operated with his organization and that the young men have carried their part of the training program to completion is, in part, evidence of the effectiveness of the approach made by this organization.

Training young men for farming in a non-collegiate short course, or courses, at an agricultural college is not new. But Mr. Wilt and Mr. Shepard, experienced teachers of vocational agriculture, have shown how this type of training can be made more functional by extending services to these short-course students that are ordinarily rendered by teachers of vocational agriculture for students in their regular part-time classes. The effectiveness of this program for developing and supervising farming programs would indicate that there are probably a good many state institutions where work of the same type might be carried out.

Apprenticeship-training has been demonstrated all over the country as one satisfactory method of training for trade and industrial occupations. Occasionally some apprenticeships in occupations related to farming have been set up. Miss Carr describes a program of apprenticeship in farming which apparently is getting good results.

It is coincidental that the authors of all three articles are located in the same state. There is no indication that any of these programs are supplanting or competing with regular, part-time courses being conducted by regular teachers of vocational agriculture locally. In fact, in Dowagiac, both apprenticeship and part-time programs are in operation. There has been a steady growth in the number of part-time classes successfully conducted in the state for the past several years.

To return to our original thesis: systematic instruction for young men getting started in farming is one of the first, if not the first, concern of agricultural educators. Yet the numbers enrolled in young-farmer classes and the number of such classes has, for more than 25 years, been the lowest of all types of education in agriculture. Perhaps there is more than one way to do the job. There is probably no area in agricultural education in which it is more important to keep an open mind for better methods.

## What Shall the Future Be?

THOUSANDS of out-of-school young farmers have been enrolled this past winter in defense courses taught by practical carpenters, mechanics, and electricians, under the supervision of instructors in vocational agriculture, with results both in interest and in satisfaction far beyond the expectation of those who had been responsible for local, state, or national development of the program.

Now we are on the way with a continuance of that program for at least another year. If the work this year is as successful as it has been during the past six months (and it should be even more so), the probabilities are that more practical farm-mechanics work will henceforth be given in most departments of vocational agriculture. Furthermore, the following are, it seems to me, some of the implications in the development of this program so far as vocational education in agriculture is concerned.

1. If skilled mechanics without training in teaching methods can successfully conduct young-farmer classes in mechanics, perhaps skilled farmers, with some help in organization on the part of the instructor in agriculture, can be used to a greater extent in conducting classes in operative and managerial skills in farming.

2. Perhaps as one of the requirements for a college degree, or a license as a "master teacher" in vocational agriculture, there should be included a year of practical farm management experience to supplement the experience the instructors in agriculture have had upon their home farms.

3. Perhaps young farmers would be just as much interested in practical farming courses as they and others are interested in practical mechanics. (This assumption has been rather well demonstrated.)

4. Perhaps the program of training young farmers who have entered upon the occupations of the farm shall soon be recognized as the core of the vocational agricultural program instead of considering this program as being supplementary to the all-day program for those who are more or less definitely preparing for farming.—L. M. Sasman, Wisconsin.



A. K. GETMAN

# Professional

R. W. GREGORY

## Pennsylvania Grange Encampment Builds for Better Rural Life

WILLIAM A. BROYLES, Teacher Education,  
State College, Pennsylvania

A UNIQUE institution of rural life is the annual Grange Encampment held at Centre Hall, Pa. Here are combined social life, agricultural interests, educational projects, and a long tradition which grows stronger with each passing year.

The setting of the encampment is romantic. The tent city rises the last week of August at the foot of Nittany Mountain, among the broad fields of fertile Penn's Valley. The first encampment held in 1873 was on the top of the mountain in the woods. The farmers of that day camped with their farm wagons. Soon thereafter the present camping place was adopted, a tract of about 50 acres of land which was later supplemented by a purchase, so that the Grange park now contains about 100 acres equipped with running water, electricity, rather primitive sanitation, and about 20 unpretentious wooden buildings. The Centre County Fair is combined with the encampment.

The distinctive thing about the Grange Encampment is the practice of tenting. The situation among the Allegheny foothills adds interest. In the days before the automobile, passenger and freight trains stopped at the park, bringing camp equipment, supplies, and passengers. Uniformed bands brought their instruments; noted speakers alighted to look up at the mountain skyline and around at the rural audiences, but most tenters came in spring wagons or farm wagons. It was a whole day's journey down Brush Valley or from Half Moon or Bald Eagle Valley, toiling over the mountain at Pleasant Gap. The wagons were loaded with bedding, extra clothing, and camp equipment. Supplies of hay and corn had been brought in by train or by near-by farmers. The hay was important as an article of bedding for those who slept in the wagons.

### Why the Encampment Persists

It would be hard for this motorized generation even dimly to imagine what this annual outing meant, particularly to farm women. They were transported from the homely farm with its daily schedule of duties to a village of tents. There was nothing to do except cook three meals a day on wood or oil stoves, wash dishes, make beds, stroll down the grassy or sandy streets, or sit in a rocking chair, greeting those who passed by. Acquaintances were renewed with some whom the tenter had not seen since the previous year; new babies were handed about for admiration; teen-age boys and girls developed romantic interest in each other. More than one middle-aged person today looks back over a lifetime

of recurring Grange encampments as inevitable as Christmas and perhaps of greater social importance.

It was fully expected that the tremendous changes brought by the automobile to American life would put an end to the tenting feature of the encampment. It was thought that farmers would return to their homes daily. Why, it was queried, would any choose to leave a good home and comfortable beds to live for a week in a tent? The housework in the Grange tents is certainly laborious, as all water and slops must be carried a long distance, and the daily routine of cooking and dishwashing must go on. Besides, when farm families go to town every Saturday the thrill of the journey out of the valleys would be considerably lessened. It seemed inevitable that the Grange Encampment would become just another county fair. But it works out differently. The motor age has brought not only the passenger car, but the farm truck. Tourists traveling near Centre Hall on the last Thursday in August note numerous farm trucks or borrowed commercial trucks rolling along piled up

up the tent, and putting in place the two wooden benches and a table, a bunk, or bed, and wiring for electricity. By Thursday evening fully half the tents are occupied, the delicious smell of frying ham and boiling coffee arises, and another year's encampment is under way.

The entertainment and educational aspects of the Grange Fair are secondary. The big thing is visiting. A community life is created. It has its problems of policing, of street maintenance, and of finance. A host of people serve as judges, ticket takers, and in various other capacities. The important thing is that every official knows that he is dealing, not with someone he will never see again, but with neighbors.

### Athletic and Physical Recreations

The near-by baseball clubs participate in afternoon ball games, thus providing bleacher sport for the patrons of the encampment who want to see games. Centered around the baseball field opportunity for play is given for many different age groups. Near the center of the Grange Park and shaded by big trees is ample equipment, such as swings, sand pits, scooters, and teeterboards, for the enjoyment of small children. Horseshoe pitching is much in evidence on the grounds, and boys and girls can be seen in small groups everywhere playing children's games together. Wood-sawing is a popular project. Walking



Visiting hour down Main Street

with bed springs, oil heaters, electric hot plates, chairs, pillows and comforters, dishes, and provisions. The family is going down to Centre Hall.

### The Big Thing Is the Visiting

Five hundred tents are owned by the association. The tenting space has been enlarged year after year, but there is never enough to go around. There are always many disappointed applicants. The lucky applicant pays nine dollars. This entitles him to his space (16'x30') and, in keeping with tradition, a family will occupy the same location year after year. The fee pays for the labor of placing the wooden-cleated floor, setting

may be said to be the most popular physical exercise. On the two central streets most everyone is walking and no doubt many people circle these two main streets with their connecting alleys scores of times during any single day. Youths walk hand in hand with yardstick, cane, balloon, dunce-cap—talking, laughing, singing, to stop to throw balls, to play bingo, to whirl wheels, to ride the merry-go-round, or to ride the Ferris wheel, to again walk round and round.

### Grangers Interested in Politics

Grangers at the encampment all seem interested in politics and they are ready to discuss issues and to entertain candi-

dates in their tented homes. The Grange as an organization has always stood for the promotion of rural interests by working for better legislation. On the main street of the encampment ground, in a central place, are located tents housing the two important political parties for Pennsylvania—Republican and Democrat. Other less dominant political groups, such as the Socialists and Prohibitionists, sometimes have stands. There are many W. C. T. U. workers among the rural women and it is not unusual for their booth to get a large space in the education building. They fill the space with exhibits and literature on temperance and put on programs at different intervals during the fair.

One day of encampment is known as "political candidates' day" and the auditorium is assigned to different political groups for the promotion of their causes. All the local candidates who want to speak are given a place on the program. The farmers listen in quiet and respectful manner, then go and vote. The hope and future of democracy is built in such an atmosphere.

#### Parade of Floats

On Wednesday afternoon comes the parade of floats prepared by the different Grangers who are competing for prizes. Prizes are awarded for two classes of floats: those depicting some ideals relating to the Grange ritual; and those depicting any general idea or ideal which may be of interest to rural people. In the first class of floats many beautiful

In recent years the association has used short, one-act plays so that three or four Granges can compete during each evening. Each year from 12 to 15 plays are given by players from different Granges of the county who compete for five cash prizes ranging from \$20 to \$7.50. These plays are ranked by judges on a score card published by the Extension Service of the Pennsylvania State College. The competition among the players of the different Granges is keen, and most of the plays are unusually well presented. The list of plays from which the players are to select is determined by the County Dramatic Tournament Board, hence the plays are clean, wholesome, rural in nature—and the resultant entertainment is in keeping with the kind of rural life promoted by Grangers. The house is nearly always crowded with rural people who give the players respectful attention. An admission charge of 25c is made to defray expenses of the production of the plays.

#### Amateur Hour

Amateur hour follows the dramatic plays. The show is free to all, so all available space is filled, with standing room at a premium. Loudspeakers are provided so that all may be heard. Tiny tots and persons of intermediate ages up to adults may appear. Speaking recitations, acting stunts, singing, dancing, playing musical instruments, and all forms of amateur entertainment are provided. The rural people seem to get more real enjoyment from the amateur

stop athletics. General decorum and quiet prevail, and people generally go to church. The church services are well and popularly planned, and the day is made a day of rest and worship. This simple, religious devotion of Sabbath observance does something to a people, when practiced over a period of years, that makes for higher living.

#### Exhibits of Livestock, Crops, and Farm Products

Buildings are provided for housing horses, cattle, sheep, and hogs, and many fine specimens are exhibited for prizes each year. A special building is provided for fruits, vegetables, grains, quilts and dresses, baked goods, canned fruits and jellies, pictures, and antiques. Considerable space is provided for the exhibits of the 4-H Club, and for the departments of vocational agriculture. Contests in judging livestock are held for both groups.

Most of the 17 Granges of the county compete for prizes by preparing booths which represent the great abundance of food stored in the homes of the thrifty farmers. Their booths are graded on quantity, variety, quality, and appearance. No two products are alike, and sometimes the number of specimens exhibited runs into the hundreds. Every inch of space is filled.

#### The Commercialized Amusements

The commercialized amusements line both sides of a wide street and consist of a merry-go-round, a Ferris wheel, an airplane dive, bingo stands, baseball throws, sales stands for canes, linens, souvenirs, trinkets, fortune-tellers' tents, shows of freak animals, or perhaps a tent of light entertainment—such as music and dancing. The commercialized entertainments are limited, inasmuch as the rural people decidedly choose to entertain themselves. The management of the Grange very rigidly restricts the commercial entertainment to standards of their liking. They have succeeded fairly well thruout the years in reaching their goals.

#### Conclusion

The Grange Encampment is a unique rural organization in Centre County and it has done much to keep active the 17 Granges of the county. The encampment provides an annual roundup for the farmers. Since it is entirely managed and run on a self-activity basis, the farmers, farmers' wives, and farmers' children all participating somewhere, someplace in the activities of the week, the event becomes a great, motivating, community force. The affair is one which contributes to better understanding of farm problems and farm life. It has done much toward building co-operative relations with the farmers. It has made for a better social, civic, and religious life among the farm people. This is evidenced today by the well-kept farm homes and thrifty farmers who live and farm the surrounding valleys.

A man has come to himself only when he has found the best that is in him, and has satisfied his heart with the highest achievement he is fit for.—Woodrow Wilson.



A typical rural cast of Grange players

floats have been made depicting labor, culture, harvest, and home. Among the second type of floats have appeared such as the "Covered Wagon," "Producing Clean Milk," and "Making Cider Apple Butter." It is not unusual for the parade of floats to number 30 or more and to occupy an hour to an hour and a half of time, providing keen interest and enjoyment to the thousands of visitors who are present for this big day of the fair.

#### Centre County Dramatic Tournament

One form of wholesome entertainment is provided for about five different evenings of the encampment by the Centre County Dramatic Association.

hour than they could get from commercialized forms of entertainment. There is something local and personal about it and it shows that rural people can entertain themselves.

#### Religious Meetings

A strong religious atmosphere prevails. The one Sunday of encampment is observed by religious services in which a number of pastors assist with their choirs. Large crowds gather and reverence is shown. Pennsylvania has rather strict laws for the observance of the Sabbath, called by some the "Blue Laws." The Grangers like these strict Sunday laws, and hence close amusement stands and display buildings and

# Supervised Practice

H. H. GIBSON

## Establishment in Farming

JAS. L. ROBINSON, Extension Economist,  
Farm Credit Administration, Washington, D. C.

"A BOY with feed and a well-planned program has sufficient security for a loan of \$50 with which to buy livestock. By the time his loan reaches \$100 the boy's livestock should be worth \$150, a ratio satisfactory for larger amounts." So says Michael Quigley, teacher of vocational agriculture at Gower, Missouri, and Michael knows.

Sixteen years ago Mr. Quigley became teacher of vocational agriculture at Gower. Since that time he has been helping boys in his classes get "what it takes" to become established in farming, in college, in professional positions in agriculture, and in related agricultural work in which they have become particularly interested. The foundation for this establishment has usually been the owned assets accumulated by the students in their supervised farm practice program during their high-school course. The acquirement of livestock, the chief item in their capital, has been speeded up and made more certain thru the sound use of credit. Most of the loans have been obtained from the St. Joseph Production Credit Association.

AS AN instance, we might take Arthur Lee Jackson, who graduated from high school in the spring of 1940 with a net worth of nearly \$400, after having been a student in vocational agriculture for four years. Arthur Lee is the son of a tenant farmer and has a sister 15 years old and a brother nine.

When Arthur Lee entered the vocational class in the fall of 1936, he owned a heifer. He sold his heifer for \$33 and bought six ewes. The next summer he sold six lambs and the wool from the ewes for \$53. Out of this he paid for a ram which he had bought in April.

The second year, 1937, he bought eight more ewes on the St. Joseph yards in early August, borrowing \$80 from the production credit association. The next July he sold 18 creep-fed lambs, averaging 74 pounds, at nine cents a pound. The wool sales amounted to about \$1.50 per head from the 14 ewes. This left him approximately \$60 after paying his note.

In October 1938 Arthur borrowed \$55 with which to purchase a purebred, but unregistered Hereford heifer, with the understanding that the income from the 18 ewes, with which he started the year, be used as repayment. The heifer dropped a calf in April. The receipts from the sale of lambs and wool were somewhat better than the previous year, and the loan was paid off easily. The old ram was sold for \$14 and a new one bought for \$17.50.

The fourth year Arthur Lee bought eight yearling ewes, borrowing \$64 from the production credit association. The ewes and their 26 lambs were grazed thruout the summer on lespedeza. The

1940 sales from the flock of sheep were as follows:

26 lambs—1,548 lbs. at 8¾c....	\$135.45
7 ewes—945 lbs. at 3¾c.....	35.44
1 ram—.....	15.00
wool—156 lbs. at 33c.....	51.48
	<b>\$237.37</b>

In March the Hereford cow dropped another calf, but within a week this calf and the previous year's calf both died. The cow, however, was given another calf to nurse thru the summer. Another ram was purchased for \$15 and last year's note was paid.

FOLLOWING graduation in the spring of 1940 Arthur Lee decided to remain on the home farm and continued to expand his business. He bought 10 more ewes for \$50 in the fall of 1940 and a three-year-old filly for \$70, borrowing \$115 to make the purchases. That fall his financial statement read as follows:

Inventory	
Assets	
35 ewes.....	\$200
1 ram.....	15
1 cow.....	80
1 calf.....	25
1 filly.....	70
1 portable lambing house.....	35
Other.....	64
Total value.....	<b>\$489</b>
Liabilities	
Loans.....	<b>\$115</b>
Net worth.....	<b>\$374</b>

The problem of this 19-year-old young man in getting established in farming is by no means solved. He and his father are having difficulty in renting the additional land which they need if they are to continue to farm together. He is, however, in a much better position than if he had not accumulated this \$374 worth of livestock and equipment thru his vocational agriculture, farm practice programs while in high school.

A SUMMARY of the progress made by the nine sophomore boys during their first year under Mr. Quigley shows that Arthur Lee's accumulations are not unusual. These nine boys entered school owning five ewes, a fat calf, and a heifer, with a total value of \$150. During the year they purchased \$350 worth of livestock, sold animals for a total of \$225, and had left others worth \$550, giving them a gross gain during the first year of \$275. To purchase their livestock they borrowed a total of \$300.

This program for ownership of pro-

ductive livestock is continued when boys drop out of school or graduate. For instance, Gerald McPhee had to stay out of school a year between his junior and senior years in high school. During that year he borrowed \$60 to buy a steer, fed it out, and sold it for \$114, paying his note and a feed bill of \$35 and making \$19 profit. In addition to this, he continued with his cow, with which he started the previous year. A calf was born in the spring, and the two were estimated to be worth \$120 as he started his senior year in September 1940.

In September, 1940, seven of the 17 individuals using group loans from the St. Joseph Production Credit Association under the supervision of Mr. Quigley were graduates, having completed their high-school courses during some one of the previous four years. Five of the boys who have gone out from the vocational department at Gower and who are now farming in the vicinity borrowed money to start their independent farming operations, using the livestock they had accumulated and the credit rating they had built up during their high-school course to obtain the loans.

NOT all the boys taking the course in vocational agriculture actually continued on the farm. In the fall of 1940 nine of them were in the University of Missouri, largely paying their own way during their freshman year by using the proceeds from the sale of their livestock. Seven have already graduated from the school and are now employed, two as county agents, two as soil conservation supervisors, one in a county AAA office, one as a collector for the International Harvester Company, and one as manager of a co-operative farm for the Farm Security Administration.

When Mr. Nelson Hillix became secretary of the St. Joseph Production Credit Association, he found the group of Future Farmers under Mr. Quigley among his members. He is well pleased by the record made by these boys. He reviews each loan with Mr. Quigley, giving it the same individual attention accorded the regular loans granted by the association. Late in September, 1940, the account showed \$1,300 outstanding to 17 boys. Within a week this was increased both in number of boys and dollars outstanding by loans to purchase a number of breeding ewes for the farming programs being started by the members of the vocational class at that time.

CREDIT to the boys in school, or still working on the home farm under the teacher's supervision, is granted under the group-loan plan, with parents or guardians acting as co-makers of individual notes and the master note being given by Mr. Quigley as trustee. Those young men who have started independent farming operations become individual borrowers, usually on their own financial statement, the parents have



signed as additional security in a few instances.

Mr. Skaith, who has been the superintendent of the Gower school for the same length of time that Mr. Quigley has served the vocational agriculture department, is enthusiastic over the outstanding success attained in establishing vocational agriculture students in farming vocations thru carefully planned programs while in high school, a part of which is the development of a sound credit rating.

## Working Toward Sound Objectives in Farming Programs

E. L. RAINES, Teacher,  
Olathe, Kansas

JUST what is a "farming program"? The definition common to most of us is that the farming program includes all the projects carried by a student of vocational agriculture in any one year, together with his plans for continuing and expanding these projects during the ensuing years.

The ultimate goal or objective in developing a farming program is to so guide the boy that within a reasonable time following the close of his four years in high school he may become established in farming in his own right, reasonably free from debt.

Early in his planning the boy enrolled in our class should be guided to set up or select his own program. This program should be as much his own choice as possible. His selection will no doubt be influenced by Dad's program and by the enterprises common to the community, and to some extent by the judgment of the teacher. If Dad's program and that of the community are sound, then our job is more in the direction of having the boy follow a systematic procedure in order to develop a well-rounded program. If the program he is used to is not sound, then it is up to us to prove otherwise and include the improvement in the boy's program and plans. The jobs taught in the class should be closely related to the problems the boy will have in his community and on his dad's farm, supplemented with skills and practices that help establish a foundation on which he can build.

Another objective is to develop skills related to agriculture, such as identification of soil types, testing for soil acidity; identifying and eradicating noxious weeds; balancing rations, and many others. In general, the knowledge and skills acquired by him in his high-school training should be closely associated with the problems of the community and home farm. We would not expect to cover the field completely but would lay the foundation so he could build and grow by his own efforts.

I believe we are driving toward the objective, if thru the skills and in the light of such related information we can get the boy to think his problems thru and to analyze the situations under which he finds himself.

Farmer-training should include the training of the hands in shop work: development of the ability to sharpen and care for tools and equipment; to over-

haul and repair common farm machines; and to do many other farm-shop jobs that the farmer should do.

### Putting Newly Acquired Skills to Work

Most boys and their dads know better methods but just haven't put these better methods into practice. For instance, most any farmer or farm boy in our classes would know that to plow, list, or cultivate up and down the slope would cause greater erosion than to farm on the contour. However, someone needs to get Mr. Farmer started to farming on the contour, constructing terraces, or seeding the badly sloping area to grass. He knows full well he will have more time to repair the machinery in the late fall or winter, or during some slack time. It is as much farming habits as new ways of doing things that are needed.

After the boy has been in our class three, possibly four years, he has acquired many skills. He has formed such habits as docking his lambs early, creep-feeding for an early market, vaccinating and weaning pigs at a desirable age. He knows about selecting his seed corn, sorghums, wheat, and oats. He has treated each for their common disease. He has done all this because in our class it has been a part of his work. In so doing he has formed a *habit* that will become a part of his farming operations.

When a boy has been graduated from vocational agriculture and high school, we say he has a working knowledge of some of the fundamental skills in agriculture and shop and has been fairly

successful with his farming program. He has produced livestock and crops. He has borne financial and managerial responsibility. He has made a start toward farming on his own. By this time the boy who expects to remain on the farm has two or three dairy cows, a small flock of ewes, a good sow or two, and possibly some machinery. He has adopted various approved practices of seed selection, or sheep breeding. He has a purebred boar or bull calf, or has helped a neighbor lay off contour lines.

One of the greatest needs for the young man out of school is to establish credit for himself. That comes only thru honest dealings and making only those obligations he is sure he can meet. When a young man has established his credit, local banks, friends, and other credit associations will help him expand his farming program. The F.F.A. chapter and vocational department, thru a part-time program, can help him after he is out of the day classes. He may borrow money thru the chapter, use the chapter boar or buck, do some work in the shop, and many other things. He should not be dropped just because he has graduated.

The young farmer at this stage has employment, he is busy, he is increasing his net worth, he is increasing the number of livestock about him, he is renting a tract of land near the home farm, or he may be renting a farm for himself. Two, four, or six years after graduation he is farming in his own right. He has gone a long way toward reaching the objectives he set up in his farming program.

## Book Reviews

*Growing Trees and Small Fruits.* H. B. Knapp & E. C. Auchter. Published by John Wiley & Sons, Inc., 1941, second edition, 564 pages, 251 illustrations, list price \$2.75. Four hundred and sixty-six pages in Part I are devoted to tree fruits, while 128 pages in Part II are devoted to small fruits. Tables and statistical material are brought down to date. A chapter on "Shall I Be a Fruit Grower?" has been added. The illustrations are well chosen and instructive. This publication should be of especial interest to both the vocational agricultural student and the teacher. A.P.D.

*Farm Appraisal,* by William G. Murray, pp. 254, illustrated, published by the Iowa State College Press, Ames, Iowa, list price \$2.25. Part I, consisting of eight chapters, deals specifically with inventory and description, the physical data pertaining to land and buildings. This discussion of physical aspects provides the necessary background for the study of valuation which follows in Part II. This text should prove of interest and value to advanced students in vocational agriculture, since farm appraisals are used as a basis for farm loans, tax assessments, and purchase and sale of farms. Recently they have been used in land classification and in making farm ratings in Government programs. A.P.D.

*Farm Land Appraising (with Essentials of Farm Management and Agricultural Engineering),* by Howard S. Weaver. 386 pages, 213 illustrations. Published by Weaver Real Estate Appraisal Training Service, Kansas City, Mo. Price \$5.00.

Designed for the training of students of vocational agriculture in farm-land valuation, either as a requisite in the satisfactory establishment of a farming business, or as a commercial vocation. A large part of the text necessarily deals with farm management and engineering. The course is direct and practical, avoids controversial appraisal theories, and is as understandable to the high-school student as to the student in adult classes. A.P.D.

*Dairy Cattle Selection, Feeding, and Management.* W. W. Yapp & W. B. Nevens. Third edition, 1941. Published by John Wiley & Sons, Inc., 456 pages, illustrated, list price \$2.50. New developments in the fields of animal breeding, nutrition, and physiology have been incorporated in the revision. A new chapter, in which the principles of genetics are applied to dairy cattle breeding, has been added. The organization of the subject matter makes it easy to use by the producer, the instructor, and the student of vocational agriculture who includes dairying in his farming program. A.P.D.

*The Principles of Dairying, Testing, and Manufacture.* Henry F. Judkins, third edition, 1941, revised by Merrill J. Mack, published by John Wiley & Sons, Inc., 315 pages, illustrated, list price \$3.00. The text covers the secretion, composition, testing, sanitary production and handling of milk, and the manufacture of various milk products. Sufficient reference is made to the cow to enable the student to realize the merits of the various breeds, but the judging, feeding, and management of the dairy cow are not included in the text. A.P.D.

# Farmer Classes

J. B. McCLELLAND O. C. ADERHOLD

## Why Concern Ourselves With Part-Time and Evening Classes?

H. M. HAMLIN, Teacher Education,  
Urbana, Illinois

**E**VEN the convinced that the job of carrying on part-time and evening classes could be done, there are many who say, "Why bother? We have too much to do already. The public is already complaining about the cost of education. We do not have enough money to carry on elementary and secondary education effectively." Before such a conclusion is settled upon, considerations such as the following should be taken into account.

*Age should not be a controlling consideration, or even a major consideration in determining who should have the advantages of education.* Considerations such as need, desire, and ability to profit from it are much more significant.

There is going to be adult education and someone is going to pay for it. While the public schools should seek no monopoly of adult education, they have certain distinct advantages in providing it. They are responsible and responsive to all the people. They serve the public interest. They "have nothing to sell but the truth." Important traditions have been established in the public schools to which adult education could well conform.

The schools provide an ideal atmosphere for the discussion of the issues which concern adults. They can assemble persons of many backgrounds and points of view and make it possible for all to be heard. People tend to be at somewhere near their best in a school environment. Adult education in the public schools can be used to engender a new public spirit, a new interest in community, state, and nation.

There is no constant amount set aside by the public for education upon which adult education must draw at the expense of elementary and secondary education. While there are no data which give the final answer, it is fairly clear that successful work with adults in organized classes gives adults a better attitude toward, and understanding of the schools and induces greater liberality on their part in financing other forms of education. *Adults can and will pay for the things they value, even tho some shifting of their traditional expenditure is involved.*

### Effect of Falling Birth Rate

The falling birth rate is already affecting our schools. Fewer and fewer



H. M. Hamlin

families have children in our schools. Those who have no direct connection with the schools may come to have the deciding voice in many school elections. There will have to be more concern about arranging for the public generally to profit directly from the schools if adequate public support of schools is to be maintained.

Adult education in agriculture, if it is effective, not only pays its own way but pays dividends to the community in terms of increased farm earnings and better conservation of natural resources.

The per capita cost of instruction in agriculture is reduced in schools offering adult work. Studies in certain Illinois communities reveal that only two to five boys per year become eligible for high-school classes in vocational agriculture. To keep per capita costs down some schools are diluting their vocational classes with non-vocational pupils. They would be on much sounder ground if they would keep their high-school vocational classes for the purpose they are intended to serve while extending instruction to the large number of eligible adults now unreached by the schools.

There should be serious consideration of the consequences to the public schools if they reject the opportunity they now have to establish programs of adult education. The situation seems to parallel closely that of 25 years ago when the introduction of vocational subjects into the high school was under consideration. Advocating the inclusion of vocational courses, Dean Eugene Davenport, then of the College of Agriculture of the University of Illinois, used arguments which can be transferred without change to the present time and applied in making a decision as to whether the public schools are to embrace public adult education or a separate system of public adult schools is to be created.\* He said:

"I beg you, my fellow teachers, to study this problem as your religion. The fates have put it upon you to settle. A generation or two and it will be too late. As you settle it, do not shirk labor, do not fly to the separate school because it is easier, but treasure as your life, I beg of you, the universality, the integrity, and the unity of the American educational system."

### Provisions in the Basic Act

The Federal Vocational Education Act, passed in 1917, was intended to provide facilities for persons engaged in, or expecting to engage in farming. It is possible for a state or a school within a state to ignore the provisions of the act relating to persons already engaged in farming and to teach only those who

expect to engage in farming. In so doing, however, the full intent of the act is not being carried out and farmers are being deprived of services which the Government long ago definitely provided for their use.

Adult education in agriculture is no longer an untried fad. In 1938-39, there were 233,111 persons enrolled in Federally-reimbursed part-time and evening classes in agriculture in the United States, an enrollment three-fourths as great as the enrollment in Federally-aided high-school classes in vocational agriculture.

Many would justify adult classes as an aid to the public relations of the school and especially as a means of securing support for the high-school phase of the agricultural department's program. They are probably right, but the school's work with adult farmers should be viewed as an educational program, worth while in itself and not merely as a publicity device.

The teaching of adults is an almost indispensable device for the training of teachers in service. Those who miss the opportunity often fail to grow as they should in confidence and self-respect, in maturity, and in practical judgment.

Already in Illinois most of the best positions in vocational agriculture in the state involve the teaching of adults. Teachers interested in professional advancement are probably sacrificing unduly in remaining in communities which do not allow them to get experience in conducting such classes.

### Co-operative Attitude Developed

Adult classes make for a more co-operative attitude in the community, a more wholesome attitude toward the community, and more public spirit on the part of individual farmers. Many co-operative enterprises grow out of these classes, and many enterprises already under way are strengthened because farmers come to understand them better. A community program of adult education is the best possible background, perhaps an indispensable one, for the development of rural community planning. Rural communities could give the nation much in the way of examples of successful, democratic planning and co-ordination if only a little more effort were expended along these lines.

Adult education is one of the potent antidotes against community stagnation and retrogression. People do not necessarily turn sour and pessimistic with age. Adult education can do much to keep alive the spirit and hopefulness of youth in a community and to extend over a longer period the growth and usefulness of adults. Farmers once retired in town, where their presence was regarded as a menace to civic growth and they themselves, for the most part led miserable lives. Now they are retiring on the farm, where they may remain continuously happy and useful with a little help from community agencies.

Adult classes discover and develop new leadership. If the work in these



classes has been thoro, these new leaders will bring to the problem of agriculture and country life a more scholarly and scientific attitude. These new leaders should also have been assisted in their personal and social development, trained to participate in and to lead group thinking, sympathetic with the principal movements for the improvement of agriculture and the agencies behind them. In other words, they come to their posts of leadership free of many of the deficiencies of our current crop of agricultural leaders.

Adult agricultural schools contribute to the equalization of opportunity. Henry A. Wallace has pointed out that most of our agricultural and agricultural-education agencies have thus far aided principally those who least need assistance and so they have tended to widen the breach between the more and the less fortunate. It has been found that agricultural adult classes can attract almost any type of farmer, provided his interests are represented in the council by someone of his kind and provided he is approached regarding enrollment by someone whom he knows and trusts.

#### High-School Education Only a Start

Part-time agricultural classes, in particular, are valuable in protecting the investment the public has already made in the schooling of young farmers. It is commonly recognized that the years following the leaving of school are crucial ones. There is a growing tendency to wean young people gradually, and never fully, from school, rather than to hold them full-time during their early youth and then to eject them entirely. It could be argued that, with a given amount to spend on the education of an individual it would be better to spread it over his lifetime than to exhaust it in the first few years of his life.

Adult education is necessary because many of the problems we face are immediate. We cannot wait to bring up a new generation prepared to solve them. These particular problems will not wait. Conspicuous among such problems are disease and pest control, soil conservation, tenancy and land tenure, and governmental policies toward agriculture.

Juvenile education is relatively ineffective without adult education. If education is to be regarded as growth or changed behavior, much of our current agricultural education in the high school must be regarded as futile. Children are dependents. They can change but little unless the community also changes. They do not ordinarily even want to change; they want to be like others, not different from them.

In a day when there is much criticism of aid to adults which makes them more and more dependent upon society, agricultural adult schools provide a way of helping adults which make them increasingly self-dependent.

Agriculture is a subject so broad and complicated and so difficult in spots that it cannot be well taught in its entirety to high-school boys. Even with four years of high-school agriculture (and many schools teach less than that) the subject is not well covered or thoroughly taught. As part-time and evening classes become available, much now crowded into high-school courses can be postponed until later.

#### Retraining Needed

Some adults, part of them already engaged in farming and part of them attempting to get a start in farming after years in other fields, are so deficient in ordinary farming knowledge and ability that they need what amounts to retraining for another occupation. Our agricultural adult classes have not done much for these people as yet, but more than any other agency, they have the opportunity to do the thoro, long-term job which is required. To keep these people self-sufficient and self-respecting and to enable them to raise their families to become good American citizens is a task in which any school and any teacher of agriculture might take pride.

### Objectives of California Young Farmers' Associations

L. E. CROSS, Teacher,  
Fortuna, California

AT A recent state convention of the California Young Farmers Association, delegates from the various chapters thruout the state discussed objectives of the local Young Farmers Association. As a result of this discussion it was agreed that the purposes of the organization were: (1) To function as an educational organization; (2) To serve as a placement organization to the members; (3) To provide social activities in keeping with the wishes of a group of young men; (4) To function somewhat as a service organization. Let us analyze briefly these purposes which were set up in the main by an intensely interested group of young farmers.

#### To Function as an Educational Organization

After some thinking concerning the educational problems of our own local group at the Fortuna High School it would seem that the reason these young-farmer groups placed education first is that they are facing real problems on which they need and want help, and which may often be difficult to solve. Attendance at a convention where there was such an evidence of a thirsting for more education is a challenge to us as teachers and counselors of these young men.

#### To Serve as a Placement Organization

To find that young men, many of them already placed on farms, were thinking along these lines was somewhat of a revelation. Many of us perhaps feel that we are doing a great deal in helping these young men to get started in farming, but are we coming up to the standards which they are demanding of us?

Before attending this state convention of Young Farmers, we thought that perhaps we were doing a fair job of placement in connection with our local young-farmer activities. As we look back and think of the eager interest, the keen thinking of such a group, it makes us feel that somewhere along the line we may have failed to do all that might be done for each individual who needs and wants help in becoming established.

If properly co-ordinated with them, adult agricultural classes are an aid to any constructive agricultural agencies now functioning. They may aid in informing farmers about these agencies. They reach many who, thru antagonism or indifference, hold back the progress of those who are active in agricultural movements. There is more work to be done than all agricultural and agricultural-education agencies together can do. Each agency can do some few things especially well. *The public school has a unique contribution to make to the total program.* All may and must work together for the good of all.

\*See his *Education for Efficiency*. D. C. Heath & Co., 1914

There is the young man whom we helped to secure livestock, to lease a good place, and to develop a sound farming program. Then there is the chap with whom we worked for weeks and months in developing plans to finance the purchase of a fine farm. This young man had already built up a farm-sized enterprise of purebred sheep and is now doing well. We could go on to mention numerous other examples of placement. There always comes back to us a vision of those individuals who might now be operating good farms instead of working in the factory or the mill, if we had offered all that they demanded or needed in a young-farmer program. This second objective set up by young farmers is a challenge to us.

#### To Provide Social Activities

Just why should young men feel a need to have better social opportunities? Perhaps the answer lies in statements made by the leaders of two large farm organizations who addressed the group. Briefly, this is the gist of what was said: "I see a very definite need for an organization such as yours. I see a need because we, as adult farm organizations, have failed to provide the things which you want and need most. In our organization, the leaders are men of forty or more years. We have failed to provide a place for you as rapidly as you have needed it."

Our young-farmer groups are meeting the problem by organizing their own social activities. Discussion brought out the fact that many chapters are having joint meetings with part-time classes of young women. In many cases these young women have organized a home economics association sponsored by the teacher of home economics. Other chapters had special ladies' nights and many other social functions of interest to both groups.

Why should we encourage social functions in a young-farmer organization? Two of our Fortuna young farmers had been exceptionally consistent in attendance for several years. Suddenly we discovered that they stopped coming. We visited them, found things going along nicely and they agreed to show up at the meetings with more regularity. For one meeting they put in an appearance, then without another word they failed to show up for some time. Investigations showed that these young men had just awakened to the fact that there is an opposite sex; we were not

providing something that was of more interest right at the moment. Following the state convention our representatives decided to sponsor a mixed meeting; the result was that both boys have attended every meeting since and are now two of our most active members. Yes, we think that many of these boys are going thru an age when they welcome healthy, wholesome group activities with the opposite sex. This does not mean that every meeting should be a mixed one, but an occasional meeting with the girls offers a wonderful opportunity to provide something that the young people want and will get whether we provide it or not.

#### To Function as a Service Organization

A great amount of debate preceded

the adoption of this particular objective. It was agreed that probably most young-farmer groups were not yet in a condition to sponsor many activities such as are conducted by the FFA or to do much work of a service nature. However, it was decided that a limited amount of activity such as setting up loan funds or helping with fairs might well come within the sphere of the regular chapter activities.

In looking back over the activities of our young farmer convention, it would seem that we are meeting many of the needs of out-of-school young men in our part-time or young-farmer groups. However, there is much more to be done. Thru their organizations these young men may assist us to make greater progress toward the attainment of our objectives.

ness enterprise that will bring proper financial return to good managers.

6. Encouraging a greater percentage of our population to live off the fruits of their own enterprise.

Our young farm men can accomplish these aims if they have the support of those who are more experienced than they.

The National Farm Youth Foundation is the outgrowth of that philosophy, and of the feeling that the young farm men in this country are interested in remaining on the farm and that they will make good if but given a chance. Industry has now joined forces with agriculture and other agencies in order to broaden the opportunity for Farm Youth.

#### Objectives of the Foundation

The Foundation, established in 1940 by the Ferguson-Sherman Manufacturing Corporation, with the active co-operation of Mr. Henry Ford, founder, and Mr. Edsel Ford, President of the Ford Motor Company, has as its objectives:

1. To give young men who plan to stay on the farm knowledge and training in what to grow, how to grow it profitably, how to conserve the resources of the soil, how to manage labor and machines, how to market farm products, and how to finance the entire operation. Such education prepares these young men to become better farmers, more successful land owners, and better citizens.

2. To train young men who prefer to enter business for better service to the agricultural community, to help them prepare to become the merchants, bankers, public officials, and leaders of rural communities.

The sponsors hope and believe the Foundation will fill a real need among the youth of the farms, many of whom have been able to see little ahead except manual labor. By taking full advantage of this membership these young men would gain a new picture of the science and business of farming—a new vision of the opportunities that exist on the land. The sponsors further believe that the education, the training, and experience offered will give young men better

## Industry's Contribution Toward Solving the Farm Problem Thru Vocational Education

C. F. ROGERS, Assistant Director, National Farm Youth Foundation, Dearborn, Michigan

IN SPITE of the great advances made by manufacturing, farming is still America's greatest industry. Indeed, industry is drawing more and more upon the land for its raw material. Farming has practically all the problems of a complete industry, but its leadership, management, and engineering have not yet been co-ordinated so that the farmer can take full advantage of the knowledge that has been gained.

Much has been accomplished for the agricultural industry by Federal and State agencies and by educational agencies. Leaders in vocational education in agriculture have stressed the importance youth must play in the farming industry of the future. Regardless of all this, thousands of potentially good young farmers continue to leave the farms and rural communities to seek their fortunes in the great metropolitan centers. Here, due to the lack of training and industrial experience they often form the greatest share of our floating population, and many fail to find that happiness and security which should be theirs.

#### Farming Can Be Made More Attractive and Profitable

Agriculture is more than ever America's first line of defense. Our farms must produce not only sufficient proper food for this country, but also for others. It is, therefore, urgent that farming be made attractive and profitable to our rural youth. This is a big job, but it can be done if the right start is made by:

1. Educating and training farm youth so that they are prepared to make good in the occupations they choose.

2. Finding adequate vocational opportunity for these young people.

3. Making available financial assistance thru normal channels to purchase farm land and small businesses in rural communities.

4. Encouraging manufacturing establishments to decentralize into smaller communities.

5. Having freedom of farm and busi-



C. F. Rogers



"The great majority of the members will remain on the farm where they are so desperately needed at this time"



Mr. and Mrs. R. R. Thurston and son Stephen of Clopton, Virginia, register approval of the training opportunity which came to Stephen



NFYF group at Walden, New York at banquet tendered by local sponsor, J. C. Clark

preparation for farm ownership and for agricultural leadership. By this opportunity it is felt they would be better able to prevent a break in the family circle; that no longer would they feel the need to seek opportunity in crowded industrial centers.

#### Enrollment—Subjects Taught

During its first year, the Foundation had approximately 10,000 young farm men between the ages of 18 and 25 as active members. Hundreds of these traveled from 15 to 200 miles per week to attend their weekly discussions. All members of the Foundation received an extension course in Farm Engineering and Management. This course was especially prepared for them by some of our most outstanding agricultural engineers. At the regular, weekly classes held in the local communities, advanced farming and business methods, as well as the extension assignments were discussed. The course in Farm Engineering and Management consisted of the following subjects:

1. The Business of Farming
2. Managing the Farm Plant and Equipment
3. Soil and Crop Management

4. Profitable Management of Farm Operations
5. Handling Labor on the Farm
6. Profitable use of Modern Farm Machinery
7. Farm Power and Tractor Farming
8. Managing the Money Problem
9. Farm Records as Aids to Profitable Management
10. Profitable Marketing of Farm Products
11. Legal and Economic Factors in Farm Management
12. Salesmanship and Personal Success

Within the first nine months, about 5,500 members successfully completed their educational training.

In addition to their educational work, the boys competed for over \$30,000 in awards.

#### Results of the First Year

At the close of the first year's program on March 1, 1940, 58 boys were awarded advanced training in Dearborn and a year's job at \$150 and \$125 per month. After the training period, they will represent the sponsors and carry on the educational program in their home communities. Besides this group, 750 young men were placed on the "honor roll" and every effort is being made to

obtain positions for them. Others have already obtained jobs as a result of their past year's experience. Altogether, approximately 1,000 young men will have been given definite jobs which will keep them in the rural communities of this country. The great majority of the other 9,000 Foundation members will remain on the farm where they are so desperately needed at this time.

The following membership statistics are interesting:

Average age—21 years, three months  
 Number married—810  
 Number single—9,190  
 Number of high-school graduates—6,565  
 Number who were members of 4-H Clubs—2,602  
 Number who were members of FFA—1,697  
 Total working on parents' farm—6,893  
 Total working on farms owned by others—973  
 Total owning own farm—169

This training and experience came to these 10,000 young men without cost to them or without any obligation whatsoever.

The sponsors and officers of the Foundation were greatly assisted by several thousand business and professional men, county agents, and teachers of vocational agriculture who acted as instructors and advisers to the hundreds of classes meeting thruout the United States. Hundreds of teachers of vocational agriculture were the means of inspiration to many young men who were benefited by this training and who, because of the lack of finances or their inability to leave the farm, could not continue their more formal education.

We would like to quote a statement from one young man, Mr. Harold Hottle. "I believe that with the training I have received, the co-operation with business partners, and a caution gained by thinking of the future, I shall find the farm is a good place to live; that it furnishes a place in society as worth while as any position; a source of income which will afford at least a comfortable living; and a tool of experiment which will allow me to be as valuable to posterity as those who are to come."

#### Plans for the Second Year

The enrollment period for the 1941 program has just opened. It is expected that approximately 12,000 young men will be enrolled for this work. To be eligible a young man must be:

1. Living or working on a farm
2. Must be between the ages of 17 and 26

In addition to the extension course in Farm Engineering and Management, the members will receive an extension course in Farm Mechanics. They will also meet in regular, weekly classes for the purpose of discussing the problems outlined in these two courses.

Approximately \$80,000 in university agricultural scholarships will be awarded in 1941 to the outstanding members. The young men may go to any agricultural college of their choice. In addition to this, other awards totaling about \$20,000 will be made.

This opportunity comes to the members of the Foundation who are really interested in themselves and in the future. It is industry's contribution toward the solving of the farm problem.



## A Farm Practice Program With Short-Course Students at Michigan State College

H. S. WILT and D. H. SHEPARD, Instructors, Michigan State College, East Lansing, Michigan

THE fact that Michigan State College is the oldest agricultural college in the United States and one of the first to offer practical short courses to farmers, is evidence of her interest in the farm youth of the state and nation. The college has for many years encouraged practical application of approved farming practices on the farms of students enrolled in short courses in agriculture. Home projects for students enrolled in short courses were encouraged by the college. The present program, with Michigan State College and the State Board of Control for Vocational Education co-operating, has been in effect only about two years, but is already showing very encouraging results.

Short-course work at Michigan State College was first offered in 1894, and since that time over 26,000 students have enrolled in the various courses. This number of students returning to farms and other agricultural occupations has had, and will continue to have, a very marked effect upon agriculture. Short courses are designed primarily to benefit most those who are actively engaged in or who plan to engage in agricultural occupations.

### Nature and Purpose of the Courses

Forty-seven years have brought about many changes in short courses as offered at Michigan State College, but the original objective of offering a practical course to train farmers to do a better job of farming is still a major objective. The courses as offered today are from eight weeks to 32 weeks in length. They include work in specialized phases of agriculture as well as work of interest to those who desire more general information in the field of agriculture. At present 10 different courses are being offered. Eight of these are of a specialized nature and two are in the field of general agriculture. Short courses offered are as follows:

General Agriculture, Sixteen Weeks—First Year  
General Agriculture, Sixteen Weeks—Second Year  
General Agriculture—Eight Weeks  
Agricultural Engineering—Eight Weeks  
Commercial Fruit Production—Eight Weeks  
Dairy Manufacturing—Eight Weeks  
Dairy Production—Eight Weeks  
Forestry and Wildlife Conservation—Eight Weeks  
Home Economics—Eight Weeks  
Poultry—Eight Weeks  
Practical Floriculture—Eight Weeks

Recent enrollments in these courses have ranged between four and five hundred students a year.

The short courses are offered by the Short Course department in the Division of Agriculture. The staff consists of a director, assistants, and office help. R. W. Tenny, Director of Short Courses, has been with the department 17 years, and has an enviable record in developing the short course program. He has been almost entirely dependent upon the different divisions of the college to do the actual teaching. Last year over 75 different instructors, representing all

divisions, and 25 of the 44 departments in the college, were engaged in teaching short-course classes.

### Additional Instructors Are Employed

With so many instructors doing the teaching, and Director Tenny tied up with administrative duties, it was rather difficult to carry on an ideal home-farm practice program with students, even tho all the instructors appreciated the value of such a program. The employment of someone on a full-time basis to help with the work of teaching, to act as an adviser during the winter months when short courses are in session, and to visit homes of students in order to supervise farm practice programs seemed to be a solution to the problem. A man

course program. In addition to the young men who take general agricultural work, about 60 young women from the same area take a course in homemaking. Mr. Shepard finds plenty of opportunities to help these young men and women with the program in their home counties.

### The Eight-Week Short-Course Program

It is the purpose of the special short courses to train young men and women in agriculture and homemaking and to develop rural leadership in the areas from which they come. The work taken by the students from the Kellogg area, which Mr. Shepard supervises, is very similar to that offered to other short-course groups, except that more emphasis is placed on developing the student to play a definite role in community life upon returning home. Students are given an opportunity to eat together, plan social functions, entertain older guests, and thus learn to meet and associate with people.

Among the subjects offered to the Kellogg short-course group is a course in farm practices. It is the purpose of this course to assist the student in or-



trained for vocational agriculture teaching seemed to be the logical person for such work. In June, 1939, H. S. Wilt, teacher of agriculture at McBain, Michigan, was added to the college staff for the purpose of carrying on such a program with the young men enrolled in the Two-Year, Sixteen-Week Short Course.

In the southwestern part of Michigan is an area of seven counties commonly called the Kellogg area, as it receives many services from the W. K. Kellogg Foundation, including scholarships to young men and women for short-course work at M. S. C. The Kellogg area sends about 120 students to short courses each year.

With such a large number of students from one area of the state, it was mutually agreed by the Kellogg Foundation and Michigan State College that this area alone would occupy one man full time, teaching in winter and working with students as a supervisor of farm practices thruout the year. Mr. Don H. Shepard, teacher of agriculture at Olivet, Michigan, was added to the staff to take over this part of the short-

ganizing the vast amount of material given in the various technical courses. The student is assisted in choosing approved farming practices that may be used on the home farm. Individual conferences with the student help in solving this and other problems that the student may have. Thus, when the student has finished the course he has rather definitely in mind what new practices he plans to put into use on the home farm or on the farm of his employer.

### Individual and Group Work Following the Course

After completing the short course, each student is visited by the supervisor who assists in answering questions and solving problems that may have come up since the student has returned home. A large number of these young men are now in various stages of establishment in farming. Some are in partnership with their fathers, others have farms of their own, and a few already have considerable farm property. Most of these young men find it advantageous to use a Michigan Farm Account Book

in which to keep a record of the farm business. Many other approved farming practices are put into use as the father and son accept them as being essential to the successful operation of the farm.

Students are encouraged by the supervisor to keep in close contact with the agricultural college, the county agricultural agent, and the local teacher of vocational agriculture. Most of the young men are glad to do this, not only because of the information they receive, but also because it was probably the county agent or a teacher of agriculture who encouraged them to enroll in a short course.

In the Kellogg area, where a large number of students' homes are fairly close together, meetings with the young men are held in each county. Topics for discussion come from problems and experiences of the young men, usually about farming practices and management problems. To add interest to the meeting, some successful young farmer is invited to come in and participate in the discussion. Young men seem to have a great deal of respect for the viewpoint of someone about their own age who is meeting and solving the same type of problems that are confronting them. A discussion meeting of this type, if properly supervised, proves very inspirational to the students.

#### The Thirty-Two Week Program

Subject matter offered in the two-year, sixteen-week short course includes all phases of agriculture and offers a fine opportunity for students to combine classroom and laboratory work with practical application in a broad program of supervised farm practice. Subjects offered are:

Beekkeeping .....	4
Parliamentary Law and Public Speaking ..	3

#### Eight-Week Winter Term

##### Required Subjects

Breeds and Types of Livestock .....	8
Soils .....	4
Animal Breeding .....	3
Personal and Business Relationships .....	3
Agricultural Engineering .....	5
Farm Practices .....	1

##### Elective Subjects

Wood and Forge Shop .....	5
Horticulture .....	5
Cash Crops .....	3
Sheep Breeding and Management .....	4

#### Second Year Eight-Week Fall Term

##### Required Subjects

Soil Fertility .....	5
Cereal Crops .....	4
Plant Diseases .....	3
Livestock Judging .....	8
Agricultural Engineering .....	5
Farm Practices .....	1

##### Elective Subjects

Selecting, Slaughtering, & Meat Curing ..	6
Dairy Cattle Practicum ..	4
Conservation ..	4

#### Eight-Week Winter Term

##### Required Subjects

Farm Management .....	4
Agricultural Bacteriology .....	3
Farm Insects .....	3
The Extension Service .....	3
Agricultural Economics .....	3
Farm Law .....	3
Farm Practices .....	1

##### Elective Subjects

Horse Breeding and Management .....	6
Advertising Farm Products .....	3
Market Milk .....	2
Dairy Cattle Feeding and Management ..	4
Beef Cattle Breeding and Management ..	4
Disease Control (Animals) ..	3
Public Speaking ..	3

In addition to the above subjects, all students are required to take some form of physical education, community recreation, discussion, or dramatics.

Both Mr. Wilt and Mr. Shepard were graduated from short courses before entering college and are familiar with the work offered. They are able to keep up to date by studying course outlines and visiting classes to become familiar with the courses being taught.

With the program on a state-wide basis, the supervisor must have a good working knowledge of the types of farming and other factors which influence the program in different parts of the state.

With young men coming in from great distances, it is practically impossible to visit each boy's home before he enters the class, or even during the first term he is enrolled. This is overcome to some extent by making surveys of the individual's home-farm setup, by having individual conferences, and again by having a good, general knowledge of agriculture in the state.

#### Planning Supervised Practice Activities

Planning of programs for the students is carried out to a great extent in the course on farm practices, supplemented with individual conferences as often as necessary. Rather complete, mimeographed lists of suggested activities are supplied each student fairly early in the term. This gives the student a chance to take inventory of his knowledge and skill and to secure necessary information and training to put into use approved practices which need to be carried out on the home farm. Suggestions are made by the supervisor, and the final list checked before the end of the term.



H. S. Wilt, Project Director, calls on Allan and Gilbert Davis at their home farm in Sanilac County. The Davis boys own half the fine purebred Holstein herd which averaged 434.9 pounds of butterfat last year



Norvel Wiseloge, Short Course student from Albion, topped a recent Michigan State Swine Breeders' Association bred-sow sale with his purebred Berkshire

After the students return home from the course, the supervisor plans his schedule of visits to their homes. A route about the state is arranged, using a spot map as a guide. A little planning saves a lot of time and cuts down mileage. Students are sent a card or letter far enough in advance of the visit so they may reply if necessary.

A visit to the student's home offers many opportunities. It includes meeting and becoming better acquainted with the parents, and talking over the boy's future plans with them. The supervisor helps the boy with his records and information essential to successful completion of farming practices which were planned during his first year in Short Course. It is an opportunity to show a general interest in the boy, his parents, the farming program, and any other problem that seems advisable. All boys

First Year Eight-Week Fall Term		Hours Per Week
Required Subjects		
Livestock Feeding . . . . .	5	5
Dairy Cattle Judging . . . . .	4	4
Forage Crops . . . . .	4	4
Farm Accounting . . . . .	5	5
Farm Poultry . . . . .	6	6
Farm Practices . . . . .	1	1
Elective Subjects		
Farm Dairying and the Babcock Test . . . .	4	4
Swine Breeding and Management . . . . .	4	4
Rural Landscaping . . . . .	3	3

Planning a supervised program for these young men, who may come from any of the 83 counties of the state, and are receiving instruction from 10 or 12 different instructors each term, presents a different problem from the average local school setup. Where the supervisor is unable to teach all classes as in other programs, it is very essential that he have a thorough knowledge of the work the student is doing with other instructors.

living at home are required to keep a Michigan Farm Account Book as part of their courses in farm accounts and farm management. The supervisor helps in entering the inventory of land and buildings so that all books will be comparable. With information gained in the home visit, the supervisor is well equipped to teach the work in farm management and accounts. Reports on the farm practice program are due in the fall when the boys return to complete their second term. All records are kept in the standard cumulative-record folders in use in all departments in the state. In addition to the folder, these records include information about the home-farm setup, preliminary plans for the farm practice program, a report on the program, and correspondence or other information concerning the boy.

#### Values of the Program

The value of a strong supervised farm practice program with short-course students, without doubt, is manifold, and altho the program at Michigan State College is in the formative stages, it is giving very encouraging results. The needs of individual students are being discovered and met, approved methods of farming are being put into practice, and young men are being established in farming—established as partners with their fathers, as operators of rented farms, as employees or managers, and as owners and operators of their own farms—established with training necessary for them to rise above the average as farmers and to be good citizens and effective rural leaders in their communities.

## Apprenticeships in Agriculture

HARRIETT H. CARR, Supervisor of Publications,  
Michigan State Board of Control for Vocational Education,  
Lansing, Michigan

"**AGRICULTURE** will always be a basic industry. The farm is more and more supplying industry with materials, and the use of agricultural products in industry gives new impetus to farming. This means that the farm is no longer just a food supplier. Agriculture needs persons trained in scientific methods of production, distribution, and management. To get established in farming a person needs farming experience. Through apprentice training young persons can secure actual farming experience, together with related technical knowledge. The farm provides the work experience, the school the related technical knowledge. The apprentice-training program in agriculture offers an opportunity to the youth who has a desire to make farming his lifework."

This is the foundation philosophy upon which the first program of apprentice training in agriculture in the United States was based, as expressed in 1938 when the program was inaugurated by George H. Fern, director of the Michigan State Board of Control for Vocational Education.\*

In March, 1941, the first five apprentices in agriculture finished their courses. The plan for their instruction and work experience, as drafted in 1938, had been followed and was in operation in four Michigan communities—Hillsdale, Lapeer, Big Rapids, and Dowagiac.

#### Eligibility Requirements

To be eligible, prospective apprentices in the Michigan program must be sixteen years of age or over. The plan includes boys who are high-school graduates, boys who have left school prior to graduation, those who have never attended high school, and those in high school attending the 10th, 11th, and 12th grades, who are sixteen years of age or over. Those who have not had instruction in vocational agriculture, as well as those who have, are eligible. They must be physically fit and socially adapted to farming. If they are not high-school graduates, and wish to continue their formal education, provision is made in the training agreement for that instruction.

The apprentices enter into an agreement between school, employer, and parent which covers the working arrangements, school experiences, and living conditions which shall obtain during either a two-year or three-year apprentice period, depending upon the amount of time the apprentice devotes to the program.



Apprenticeship in Agriculture—Hillsdale, Michigan  
Left to right: S. A. Green, farmer, Vernon Gaberdiel, apprentice, and Harry E. Nesman, Chief, Agricultural Education Division, State Board of Control for Vocational Education

While the plan does not specify the wages which shall be paid apprentices, it assumes that they shall receive board, room, washing, mending, and some remuneration.

#### Related Instruction

The course of study must be of sufficient scope to cover the entire farming experience involved in the apprenticeship of each boy. While the instruction should be individualized to meet the

needs of each in his specific farming situation, it also must have certain core material common to the business of farming, such as management, accounting, marketing, personal relations to employer, family and others, approved practices in the enterprises, and social relations in the neighborhood and community.

A minimum of one hundred hours of related instruction is required each year. These class sessions consist both of group instruction and individual conferences.

Each apprentice is provided with a record book in which the kinds of work by month are indicated. The record becomes the permanent property of the apprentice and can be used in securing placement, and as a valuable reference subsequently, since information concerning phases of the work may also be entered.

The school which offers the training program provides the necessary reference materials, and room for instruction. The instructor is responsible for supervisory visits and for assisting with relationships and ultimate placement in a farming situation.

#### Teacher Load

In computing teacher load, it is suggested in the plan that units of ten boys be used as a basis which would probably constitute the equivalent of one half-time teaching load. One-half day apprentice-teaching load for the teacher

would assume that the other one-half is used for the all-day school instruction program in the school. On this basis, four hours are allotted for weekly organized instruction at the school, five hours or more for individual consultations with farmers and boys, ten hours or more for incidental visits with boys on the farm, and two hours or more for securing basic information relative to potential placement possibilities, etc., making a total of twenty-one hours or more of the teacher's total time which



should be devoted to the apprentice-training program. The instructor of agriculture regularly employed, or a properly qualified person employed especially for conducting the apprenticeship program, is responsible for the supervision, teaching, and co-ordination of the program.

The local superintendent of schools is responsible for the establishment of the course. It is recommended that a local advisory committee assist in the selection and placement of the candidates for apprentice training, and with other problems related to the development of a successful program. The superintendent or principal, the instructor for the apprenticeship program, the county agricultural agent, the 4-H Club agent, and one successful farmer or more, are recommended for this committee.

In establishing the program, the plan recommends preliminary surveys of the community to determine the opportunities for becoming established in farming and related agricultural occupations, the out-of-school boys who are interested in becoming established by the apprenticeship route, and the usual steps by which people have become established in farming occupations in the community.

The Michigan agricultural apprentice-training programs are all reimbursed from state and Federal vocational education funds. To be eligible for reimbursement, the instructor must be a regularly qualified teacher of vocational agriculture, approved by the State Board of Control for Vocational Education, who has proved his special qualities of sociability, adaptability, and resourcefulness to the satisfaction of the superintendent and the State Board.

#### Apprentices Become Established

The major objective of apprenticeship in farming is to provide for progressive establishment in farming. This objective has been attained in the initial course, and the five apprentices who completed this first training program were all established as tenant farmers before their course was finished, with ultimate ownership dependent upon subsequent financial success.

The first experimental course was started in Hillsdale High School January 14, 1939. Walter Rawson, the instructor, is one of the oldest vocational agriculture instructors in point of service in the state. His trainees were Carl Randall, apprenticed to J. I. Post, Representative in the Michigan Legislature, who owns a dairy farm; Lawrence Randall, his brother, apprenticed to L. C. Crandall, also a dairy farmer; Ted Knight, apprenticed on the dairy farm of Mrs. M. Knight; Lowell Young, apprenticed on the fruit farm of Frank Young; and Verne Gaberdiel, who specialized in fruit farming as an apprentice on the S. A. Green fruit farm.

#### Systematic Study Pursued

All but one of the five are high-school graduates. Their instruction has included farm management, farm accounting, marketing, crop production, poultry and egg production, dairying, swine production, soil testing and management, fertilizers, sheep care and management, and orchard management in the program of Gaberdiel.

At their commencement program, Harry E. Nesman, Chief of the Agricultural Education Division of the State Board of Control for Vocational Education, presented special diplomas which were also a record of the work completed. The Hillsdale Chapter of the Future Farmers of America honored them with a banquet to which former members, Hillsdale High-School graduates in vocational agriculture, employers, and fathers were invited. Mr. Fern, the state director, was one of the commencement speakers.

"There are approximately 196,000 farms in Michigan, and between five thousand and six thousand young men are needed to enter farming each year," Mr. Fern told the Commencement audience. "Today, when youth must spend five to six years in becoming established in an occupation, young men will find themselves much better equipped and ready for their work if they have spent two or three of those years in an apprentice training program."

\*See Bulletin No. 253, "Apprentice Training in Agriculture" published by the State Board of Control for Vocational Education, Lansing, Michigan.

## Co-operative Lamb Shipping as a Result of Adult Classes

R. A. WALL, Teacher,  
Stephens City, Virginia

WHERE there is a need for day-school instruction in agriculture in a community, there can also be found a need for group training of adult farmers. It is in these group meetings, whether they be in the classroom or in the field, that the teacher of vocational agriculture has a splendid opportunity to help the farmer in solving some of his problems.

It was in one of my evening classes that the problem of co-operative lamb shipping arose. One farmer who kept a medium-size farm flock had followed the markets in Baltimore and Jersey City closely, and had particularly noticed the difference in the prices paid by local buyers and the prices received on the Baltimore and Jersey City markets on the same day. This farmer realized that the profit that had been going into the pockets of the local stock dealers should go, instead, into the pockets of the producer. A motion was made and passed at this meeting that a committee be appointed to contact the extension specialist in livestock at the state agricultural college with regard to forming a co-operative lamb-shipping association. At the next meeting the livestock specialist was present, and an organization known as the Frederick County Livestock Marketing Association was formed.

#### Organization

A committee of five farmers was appointed by the group to serve on the board of directors. The teacher of agriculture and the county agent were appointed as co-managers to take care of the office work of the association, but were not members of the board. The

farmer who suggested the organization of the association was made chairman of the board.

#### Function of the Board

The board appointed a farmer as weigh-master. It was his duty to see that the scales were balanced, to weigh the lambs, and to sign the weigh bills. He also helped the co-managers with the shipping papers. Two or three days before the shipping date, members of the board visited all farmers in their neighborhood who raised sheep and helped them select the lambs that were large enough to ship. They then called one of the co-managers and told him the approximate number of lambs that would be shipped from his neighborhood. By this method it was possible to tell whether the railroad company should send a single- or double-deck car.

#### Grading Lambs

The lambs and old sheep that were culled out of the flock were brought to the scales by the farmers or by a trucker who hauled them for 8c a head. Here they were weighed and graded for market. The grading was done by an experienced grader sent by the State Department of Agriculture. Triplicate copies of the grades and weights were made, one for the farmer, one for the association, and one for the commission merchant.

#### Selling Lambs and Sheep

The commission merchant would always call one of the co-managers on the morning of the day that the lambs were to be shipped and give him the market prices for that day, and the approximate price to be paid the next day. In this way they were able to determine whether to ship to Baltimore or to Jersey City. The lambs would be sent out in the late afternoon of the shipping day and would arrive in Baltimore the next morning, or in Jersey City the following night. Here they were fed and sold by the commission merchant, the expenses prorated, and checks for the net proceeds mailed directly to the consignors who, as a rule, received them on the third day after shipment was made. In 1940, 47 farmers shipped five carloads, or a total of 753 lambs and 64 old sheep.

#### Results

The farmers received, on the average, one cent per pound (net) more than the local buyers were paying. There was also a tendency for buyers to bid more per pound in the communities that shipped thru the Association than in those communities not reached by the Association. In order to have a larger number of lambs grading in the blue class, there was a decided increase in 1940 over 1939 in the number of farmers who castrated and docked their lambs, who used good, purebred rams, who flushed their ewes, and who grain-fed their lambs. In 1940 the members also decided to purchase a portable sheep-dipping tank. This resulted in the dipping of 2,427 sheep for that season. The operator of this portable outfit is a former FFA member. He is now a State Farmer who is farming as a partner with his father in the local community.

# Future Farmers of America

L. R. HUMPHERYS

## Organized Instruction for FFA Chapter Officers

C. L. EGGLESTON, Teacher, Willits, California

**T**RAINING chapter officers might be compared to coaching. When a boy reaches unusual proficiency he graduates, and the coach, in this case the FFA adviser, must start to develop a new group of "greenlings" each year. The extensive program of activities carried on by the chapter calls for a continuous officer-training program. This is a program that is never completed. The training of chapter officers, all too often, consists of a last-minute list of items for discussion handed to the president just before a meeting. The president may know few, if any, of the details regarding these items. The members will probably know less. As a result, meetings may develop into an adviser's lecture instead of an officer-directed discussion.

The members of the California Agricultural Teachers Association have been conducting officer-training schools in an effort to assist the FFA advisers in solving this problem. The teachers of the redwood region, composed of the eight counties north of San Francisco along the coast, have conducted these schools for the past six years.

### Organization of Training

The training school is scheduled for a Saturday early in the fall semester at the Willits Union High School, central point of the region. All chapter officers and advisers in the region are urged to attend. The average attendance has been about 100 persons.

The program begins about nine o'clock in the morning, with the officers of the host school in charge of the opening ceremonies. Regional FFA officers are then called to their stations, announcements are called for, and the assembly is adjourned to officer group meetings. The group meetings continue until noon. Lunch is served at the Farm Center Hall by the Ladies Club of that organization. In the afternoon the group again meets as a whole, with the regional officers in charge. New regional officers are elected and seated at this time. This gives immediate practice for some of the work the boys have considered in their officer groups.

The officer-group meetings are the key to the day's program, and it is in these meetings that the intensive work of officer-training is done. Each group of officers meets separately with an adviser. The entire success of the program rests on the advisers in charge of the officer groups. They should not lecture, but rather guide the thinking and discussion along a prearranged line. They may list on the blackboard items for discussion and see that each student expresses himself regarding them. Many boys are hesitant about speaking in a

strange group. Once started, however, the discussion will develop rapidly, and many good ideas will be brought out.

### An Activity Program

We do not forget the educational principle of learning by doing. We let each boy in the president and vice-president group call the meeting to order with the other members presenting, discussing, amending, and passing a motion. The boys may then constructively criticize his procedure. The secretaries write a set of minutes or read a set already prepared by them, and call for group discussion of them. The reporters write a news article later, checked for the "five W's." The treasurers may give a report of the chapter finances and explain how money is raised. This practice

creates confidence in each FFA officer.

In all groups we emphasize the importance of each officer assisting in carrying on the business of the regular FFA Meetings. This makes the minor officers feel they are a definite part of the regular programs. Executive meetings in advance of the regular meetings are suggested so that topics to be discussed in the regular meeting can be listed. Each officer then knows what is to be discussed and can help the president with motions and suggestions. Meetings seldom drag when this method is used, and the minor officers are gaining valuable experience for later use if elected to a major office.

More specific topics for discussion may include the following:

### Presidents and Vice-Presidents

1. Parliamentary procedure
2. Duties of the president and vice-president
3. A plan for organizing the yearly work program or objectives

(Continued on page 58)

## The Adviser, the Key Man

L. R. HUMPHERYS, Teacher Education,  
Logan, Utah



L. R. Humpherys

**T**HE adviser is the key individual in developing an efficient and effective chapter of Future Farmers of America. With propriety it may be said, "As with the adviser, so with the chapter." Generally speaking, the age of the boy in Future Farmer activities is the most interesting age in the life of the individual. This is the period when the boy profits most by imitation and good leadership. He has surplus energy, is optimistic, has ambition to go places, and is willing and anxious to follow a worthy leader.

If a chapter of Future Farmers is to function properly, there must be a constructive program of leadership training. The adviser is the individual who must assume the responsibility for this training program. No one else can take his place. True it is that a group of boys may, without competent leadership, accomplish much. But in the last analysis, the teacher must assume the responsibility of taking a group of green boys each year and deliberately training them for the job to which they have been elected.

Such a training process implies one thing: the agricultural teacher himself must have definite and specific training and experience in the several fields that

are involved in the Future Farmer program if he is to function as an effective teacher and adviser. He must go beyond the theory stage; he must get his feet wet and enjoy the water. He must be a boy again. He must have a working knowledge of organization and parliamentary procedures, know the fundamentals of co-operative effort, be a socialized human being, and have a vision of what constitutes adequate leadership in a rural community.

For the most part, the officers elected each year are green boys, and as such do not develop into efficient officers overnight. Each officer must be trained to do the specific job for which he has been selected. Together they must be informed of the work of each other; must learn how to co-operate in setting up a program for the best interests of the farming of the community; and must provide an opportunity for every boy to make some contribution, to feel that he has an interest and a responsibility in the organization to which he belongs.

### Responsibilities of the Adviser

What, then, is the work of an adviser? A teacher of agriculture, to be a good adviser, must himself know thoroughly what he expects the boys in the chapter to know. He must be well versed in parliamentary procedure, know the Future Farmer organization, and be acquainted with its literature. He must have a definite, workable program to train the officers in assuming the responsibilities which have been assigned to them. He

# School and Community Co-operation

R. A. Fordyce, County Supervisor,  
North East, Pennsylvania

Community fair time is rolling around again. It is not too soon to check on your plans for exhibits for the coming year. Some suggestions may be in order.

For 17 years the town of North East, Pennsylvania, and the agricultural department in the local high school have been co-operating in a community fair. During these years, this event has grown from a mere grandstand exhibit to a sizable institution under the guidance of the local FFA chapter and with the help and co-operation of the organizations of the community.

This fair, let it be said, is definitely a community and school enterprise, held for the purpose of advertising fruit products and for educating our people to their own possibilities. When I tell you that North East is one of the largest grape-shipping centers in the entire country, you can guess that "quality" is the keynote of the exhibit.

Our community fair is held each year in the high-school building and on adjoining grounds. By charging admission fees last year of 10 and 15 cents, we collected \$850. More than 6,000 people visited the display of fruits, vegetables, and flowers. The 2,483 exhibits filled the gymnasium and classrooms. Over 772 entries of fruit were exhibited. These displays represent the exhibits from nearly 500 different people. Our FFA chapter spent 361 hours in arranging the exhibits. Much of this time was outside of the regular school time.

The crowning of the "Queen of the Concorde" marks the climax of the annual Grape Festival. Prominent members of the fairer sex are nominated for this much coveted honor. Competition runs high, and the whole community exercises its right to vote. Only one of the beauties can win. All are good sports, win or lose.

A board of 19 directors plans and manages the fair. Each of these directors is responsible for some particular activity. No one receives any pay, except a small sum for the secretary. The expense of



The queen with her crown of grapes and her court at the 1940 North East, Pennsylvania, fair and autumn festival. One evening program was built around the crowning of the queen

this community fair is well above a thousand dollars. Over \$500 is checked out in premiums alone. The receipts from admissions, advertising in the premium books, donations from the American Legion, county commissioners, and commercial centers usually exceed the expenses.

The North East Community Fair has proved to be a valuable means of establishing a close co-operation between the townspeople, the fruit growers, the Future Farmers, and the high school. Thru

this enterprise the people have become more familiar with their high school and more active in supporting it. The school officials, students, and particularly the Future Farmers enjoy the opportunity provided by this effort in becoming acquainted with their dads and joining with them in this co-operative project.

Here in North East we firmly believe a community fair provides the basis of much needed co-operation. It puts all the organizations to work and builds community pride.

must know how to put the boys to work in the chapter. The training of officers is no less a responsibility with the adviser than the teaching of any phase of agriculture. Very often it is more difficult for a teacher to do this job than to teach a regular class. Training Future Farmer officers, then, includes information plus definite participating experience.

A few suggestions in setting up a training program directed by the adviser may include the following:

1. Each new officer should have an opportunity to get thoroly acquainted with his responsibility from the tutoring of his predecessor.

2. All officers should be assigned definite and specific readings which will acquaint them with their responsibilities and possibilities.

3. Officers should be familiar in a general way with each other's work, in order that there may be sympathy and co-operation which will point toward a united front.

4. Provision should be made for prac-

tices and rehearsals on rituals.

5. The adviser should work with each individual according to his needs.

6. Once each year, possibly during the summer months, the adviser should set aside a definite training period, possibly one or two days, for training officers in their work and checking on their knowledge and abilities.

7. The officers should begin early to build the program of activities for the coming year. This activity will not be accomplished in a day; it will grow with the boys. Committees should be assigned to do various projects of the program.

8. The adviser should, as the work progresses, fade out of the foreground of the picture and urge the officers to take more and more responsibility.

9. The instructor should use his efforts to provide school time and time outside of school when officers can meet regularly to consider the business which properly comes before an organization.

10. A time should be provided, pref-

erably in the schedule of classes, for the local Future Farmer chapter to have regular meetings to carry out the program, learn how to participate in public meetings, and acquire the social give-and-take ability.

11. The far-seeing adviser will, with proper training of the officers, appreciate the necessity of every member in the chapter having a part to play in the organization to which he belongs. The adviser with a vision of the needs of the community will make an effort to secure balance in the program of the Future Farmers in terms of the needs and use of the organization as an instrument for building up the agriculture of the community.

The adviser and the officers will get much help from state conventions and district conferences, but, for the most part, the big job is to be done by careful planning within the environs of the local chapter.

Let it be repeated, "As with the adviser, so with the chapter."



## Areas of Guidance in Vocational Agriculture

A. H. THALMAN, Instructor,  
Graysville, Indiana

If teaching in agriculture is to be truly vocational, we must have at least a large percent of our boys either engaged in, or expecting to engage in, farming. This means that we will probably have to reduce the enrollment in our classes by the process of elimination of those boys who have little chance for anything like a complete supervised farm practice setup. This will apply to the rural areas as well as to the larger urban areas.

Also we can also guide some boys into related agricultural occupations, industry, and other occupations, perhaps we would be wiser as teachers to shift our emphasis and our energy into the other branches of our vocational work. We *must* and probably *will* spend our funds on more part-time and evening-school work.

In Graysville the all-day classes include around 90 percent of the boys in the high school of about one hundred students. The boys have all enrolled in the classes for at least one year.

We have one of the better farm shops and we give the boys considerable time in it. Several boys are enrolled in the agriculture classes largely to receive the shop work. A few are continuing their high-school education *because* of the shop work. Teachers in other schools indicate a similar tendency. We have no industrial arts shop here.

It is the consensus of local opinion that our department of vocational agriculture is serving another worthy cause if we can keep farm boys in school by giving them farm-shop work, and also if we can enroll them in agriculture classes *because* of the shop. Whether this is wise, I do not know, but school officials have had this idea for several years. Truthfully I see no reason for a farm boy of seventeen or eighteen loafing around the farm all winter, perhaps with parents on relief or the garden and odd-job season past. He would benefit more by learning to do or creating something in our farm shop. Several boys have been returning each year to take post-graduate work in our shop and in our commercial department.

In other words we teachers must become guidance-conscious, not only in the area of agriculture, but in all vocations. We must become more familiar with all the vocations and their requirements and possibilities.

Some great thinker has recently said that we must prepare our boys and girls for the unexpected. Hence we must give them a broad education, not too specialized. The training that is given today may be outmoded tomorrow. Students need more guidance. Adults also need intelligent, sympathetic guidance. People very often "drift" into an occupation for which they are unprepared. Teachers can do a great deal to help correct this situation. We should never lose sight of the fact that we must teach boys and not subject-matter.

When a boy enrolls in class who says he is not interested in becoming a farmer, I approach him with the idea that everyone ought to have as much knowl-

## Professional Activities

### Post-Doctoral Fellowship in Evaluation

DR. GEORGE P. DEYOE has been designated post-doctoral fellow for the current academic year for the purpose of evaluating the teacher-education program in vocational agriculture at Michigan State College. This project is undertaken thru the co-operation and financial assistance of The Michigan State Board of Control for Vocational Education, The Michigan Co-operative Teacher-Education Study, The General Education Board, and The Michigan State College.

In carrying on this program for the current year Dr. Deyoe will be released from his regular duties in the department of education. He will devote considerable time to first-hand work with the centers providing full-time, resident, student teaching under a new plan inaugurated this year. Some time will be spent at one or more other institutions as an interne in evaluation to study new developments in this field. The purpose of the project is the improvement of the program of teacher education in vocational agriculture at Michigan State College, particularly that involved in the training centers.

Dr. Deyoe's regular work during the current year will be handled by John Hall, supervising teacher at Perry, Michigan.

### Changes in Position

Mr. J. L. Perrin, formerly State Supervisor of Agricultural Education in Missouri is now Associate Professor of Education at the State Teachers College at Warrensburg, Missouri.

Mr. C. E. Rhoad is a new member of the resident teacher-education staff of the Department of Agricultural Education, Ohio State University. Mr. Rhoad was formerly supervising teacher in agriculture at Westerville, Ohio.

Mr. H. P. Sweany has taken over the work of G. C. Cook, Assistant Professor of Education, Michigan State College, who is on leave of absence while working with the U. S. Office of Education on the defense-training program. Mr. Sweany has been half-time itinerant teacher-trainer at Purdue while working on his doctor's degree during the past three years.

edge of agriculture, in fact, of every vocation, as possible. For one reason, the farm is one of the safest places to invest money if the buyer knows the farm and its particular potentialities. In the second place, in order to be well-cultured one should have firsthand knowledge of the world's greatest and most essential industry. Thirdly, statistics indicate that around 80 percent of the students in vocational agriculture classes in central Indiana eventually become farmers or enter related occupations. Hence, the training is vital to boys even tho they sometimes question the value of the class work and the supervised farm practice program.

Nevertheless, with increasing world turmoil and our national defense program growing into huge proportions it becomes more necessary for *all adults*

## FFA Officers

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4. Things a president might do to help his program

### Secretaries

1. Discussion of sample pages from secretary books
2. Records of committees, members, etc.
3. Sample set of minutes

### Treasurers

1. Discussion of treasurer's book
2. Accounts, and the collection of money
3. Duties of state and national treasurer
4. Monthly calendar of treasurer's work for each chapter
5. Building the budget and legitimate methods of raising money

### Reporters

1. Articles for papers and magazines
2. Advertising FFA activities
3. Publishing "For Sale" ads of members' livestock
4. Building the chapter scrap book of project pictures, field-trip pictures, paper and magazine articles
5. Building interest, creating good will, and keeping the chapter before the public
6. "Live" and "dead" pictures
7. Monthly program of reporters' work

The instructors of the region feel that the program has improved the officer work in their chapters, and they are proud to point to the selection of two national vice-presidents, two state presidents, a state vice-president, a state secretary, and other state officers from among boys who have attended this school.

It must be remembered, however, that this school is only one of many devices to speed up the normal experiences an officer would receive in regular meetings. The adviser must constantly check with his group to see that all officers understand their duties and make some effort to carry them out. A non-functioning officer is a liability and should be educated or eliminated. We should not forget that we are dealing with boys, and that we must use every ingenious device possible to give them the feeling of confidence in their officer work. It takes all of this and more to produce the winning team.

and especially vocational teachers to guide youth into channels of *appropriate* lifework.

## Book Review

*Electricity in the Home and on the Farm*, by Forrest B. Wright, revised 1941. Pp. 372, illustrated, published by John Wiley & Sons, Inc., list price \$2.75. Part I consists of 39 practical jobs arranged in order of difficulty. Part II comprises 11 chapters dealing with the fundamentals of electricity. A new chapter on "Wiring Systems for the Farm and the Home," constitutes an important addition. This text is practical, usable, and will be helpful to both student and teacher in the field of vocational agriculture. A.P.D.

